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A PLAN FOR EXPANSION AND DEVELOPMENT OF EDUCATION DEPARTMENTS OF FLORIDA DIVISION OF CORRECTIONS. REVISED.

BY- ENDWRIGHT, D.K.
FLORIDA ST. DIVISION OF CORRECTIONS, TALLAHESSEE

PUB DATE NOV 67

EDRS PRICE MF-$0.50 HC-$3.16 77P.

DESCRIPTORS- *CORRECTIVE INSTITUTIONS, *CORRECTIONAL EDUCATION, *PROGRAM DEVELOPMENT, *ACCREDITATION (INSTITUTIONS), EDUCATIONAL FINANCE, ADULT VOCATIONAL EDUCATION, COLLEGE CREDITS, LIBRARY SERVICES, STAFF IMPROVEMENT, ATTENDANCE, ON THE JOB TRAINING, PRISONERS, ACADEMIC EDUCATION, RELEASED TIME, INSTRUCTIONAL STAFF, FLORIDA,

THE SUGGESTED APPROACH TO PROVIDING ADEQUATE ACADEMIC AND VOCATIONAL TRAINING PROGRAMS FOR PRISON INMATES EMPHASIZES ACCREDITATION OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION CENTERS AS THE ULTIMATE GOAL. THE PURPOSE, OBJECTIVES, NEEDS, AND PRESENT EDUCATIONAL PROGRAMS OF SEVEN FLORIDA INSTITUTIONS ARE OUTLINED IN DETAIL. COLLEGE AND DALE CARNEGIE COURSES, ACADEMIC AND VOCATIONAL PROVISIONS, AND LIBRARY SERVICES ARE INCLUDED IN PRESENT PROGRAMS. RECOMMENDATIONS ON STAFF, COURSES, AND LIBRARY SERVICES ARE SUGGESTED TO MEET ACCREDITATION REQUIREMENTS. THE PLAN FOR EXPANSION AND DEVELOPMENT OF THE EDUCATION PROGRAMS IS ORGANIZED INTO FOUR TIMED PHASES TO BE COMPLETED IN THREE YEARS, AND IS DIAGRAMMED IN A CHART SHOWING AFFILIATED RESEARCH AND AGENCIES. THE PHASES INCLUDE SUCH ACTIVITIES AS--(1) SURVEYING EXISTING PROGRAMS, (2) DEVELOPING RECOMMENDED ACCREDITATED SCHOOL PROGRAMS, (3) CARRYING OUT PILOT PROJECTS TO EVALUATE THESE PROGRAMS, AND (4) PUTTING ALL ACCEPTABLE PILOT PROJECTS, RECOMMENDATIONS, AND SUGGESTIONS INTO OPERATION. TABLES OF STAFF POSITIONS, AND PROJECTED ACADEMIC AND VOCATIONAL TRAINING NEEDS, ENROLLMENT, AND FUNDS ARE INCLUDED. (PT)

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LOUIE L. WAINWRIGHT, DIRECTOR

A PLAN FOR EXPANSION AND DEVELOPMENT OF EDUCATION DEPARTMENTS OF THE FLORIDA DIVISION OF CORRECTIONS

Florida Division of Corrections

Louie L. Wainwright, Director

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A Plan for Expansion and Development of Education Departments of the Florida Division of Corrections

Prepared by D. K. Endwright

Educational Coordinator

November, 1967

AC 001 919

Preface

Acknowledgment is hereby given to personnel of the following agencies for their interest and assistance in developing this plan: Adult Education Department, Florida State University; Division of Vocational, Technical and Adult Education Section, Florida State Department of Education; Florida Division of Corrections Superintendents, Supervisors of Education, Maintenance and Construction Supervisors and Central Office Staff.

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Introduction

This plan is presented as a suggested approach to providing academic and vocational training programs to the adult inmates of the Florida Division of Corrections. In the past most prison schools were established by guidelines used in public elementary and secondary schools and very little interest or thought had been placed in vocational training. It was accepted by most that inmates could learn enough about the trade by just being exposed to prison work. To date, research studies have not been able to clearly define the effect of education toward rehabilitation.

In recent years there has been increasing interest placed on academic and vocational education for inmates; however, there seems to be a wide variety of ideas on what is the best approach.

As a result, the Florida Division of Corrections has developed this plan for conducting a long range expansion and development study which should greatly aid in determining the direction of advancement in the field of education.

The last chapter of this plan is a study guide for receiving accreditation as Vocational-Technical and Adult Education Centers, the ultimate goal of the Division. Listed after the introduction are the purposes, objectives and needs for the education program, followed by a brief review of the educational programs in process at this time. A series of recommendations is then

presented which when implemented will be definite steps leading to accreditation. These recommendations are a combination of new and existing programs that are divided into general, staff, academic, vocational, library and Road Prison education recommendations. Following the study guide is an appendix listing some recommendations as to financing required in order to assist in obtaining the educational goals.

Inmate population projections for 1970 and 1975 indicate population will increase from the present 7211 to 8?50 in 1970 and 8960 in 1975.[1] It is believed that the inmates' academic levels and percentage of those having no employable skill or trade will continue with the same percentage as in past years. The increased inmate population also increases the need of providing beneficial academic and vocational training programs.

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[1]Charles J. Eichman, "Inmate Population Projections for 1970 and 1975," Florida Division of Corrections, October 15, 1967.

Statement of Purpose, Objectives and Need of Educational Programs

A. Purposes

To provide for the inmate the agents (teachers) and agencies (schools) that will properly motivate and bring about necessary changes that should lead to appreciation of adult learning and adult education. In addition, this program should provide the academic and vocational training necessary for the inmates to support and care for themselves and their responsibilities after release from prison.

B. Objectives

1. Establish guidelines and procedures to assess the effectiveness and provide for the improvement and expansion of adult academic and vocational education.
2. Develop new programs and re-orient, as necessary, on-going programs to meet the needs of changing employment opportunities.
3. Meet the need for adequate financing for the operation of adult academic and vocational education as well as providing for the physical facilities for carrying on these programs.
4. Assist the inmates in developing the necessary appreciations, attitudes, abilities, skills and understandings essential for the fulfillment of occupational, social and civic responsibilities.

5. Provide continued leadership and services in the development and implementation of programs having the greatest occupational, social, civic, economic and cultural value for youth and adults.
6. Initiate, encourage and support continuing efforts in programs of research, experimentation, innovation and dissemination.
7. Provide the framework for continued evaluation of total program effectiveness.
8. Provide leadership in staff functions by initiating, promoting and supporting pre-service and in-service education for all instructors.*

C. Need

"Although more than 100,000 persons leave Federal and State prisons each year, few of them receive the kind of training, while in prison, which would enable them to compete successfully for jobs."[2] These figures represent the national situation and not necessarily that of Florida.

"Of the inmates received by the Florida Division of Corrections in the 1965 - 66 fiscal year, 51.45%, or more than half, were 25 years of age or less. Research studies have

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*Assistance received from Trade and Industrial Section of the Florida State Department of Education in deriving at objectives.

[2]Bulletin #8, Manpower Research, April, 1966, Training Needs in Correctional Institutions, U.S. Department of Labor.

consistently shown that the younger a person is when first arrested or convicted, the larger the number of felony crimes that he will commit during his entire lifetime. Of this group, 60.45% were first offenders. These are the ones who can benefit the most, who can still remold their lives, who still have the chance to learn an honest skill if given the opportunity."[3]

The need exists in academic and vocational education, as illustrated by the following charts, in that over eighty percent of Florida inmates have less than a high school education with nearly fifty percent below the ninth grade level. Forty percent or nearly half of all Florida inmates have no employable skill or trade. This group is composed of common laborers, unskilled construction workers, farm laborers, helpers, odd jobs and unemployed.

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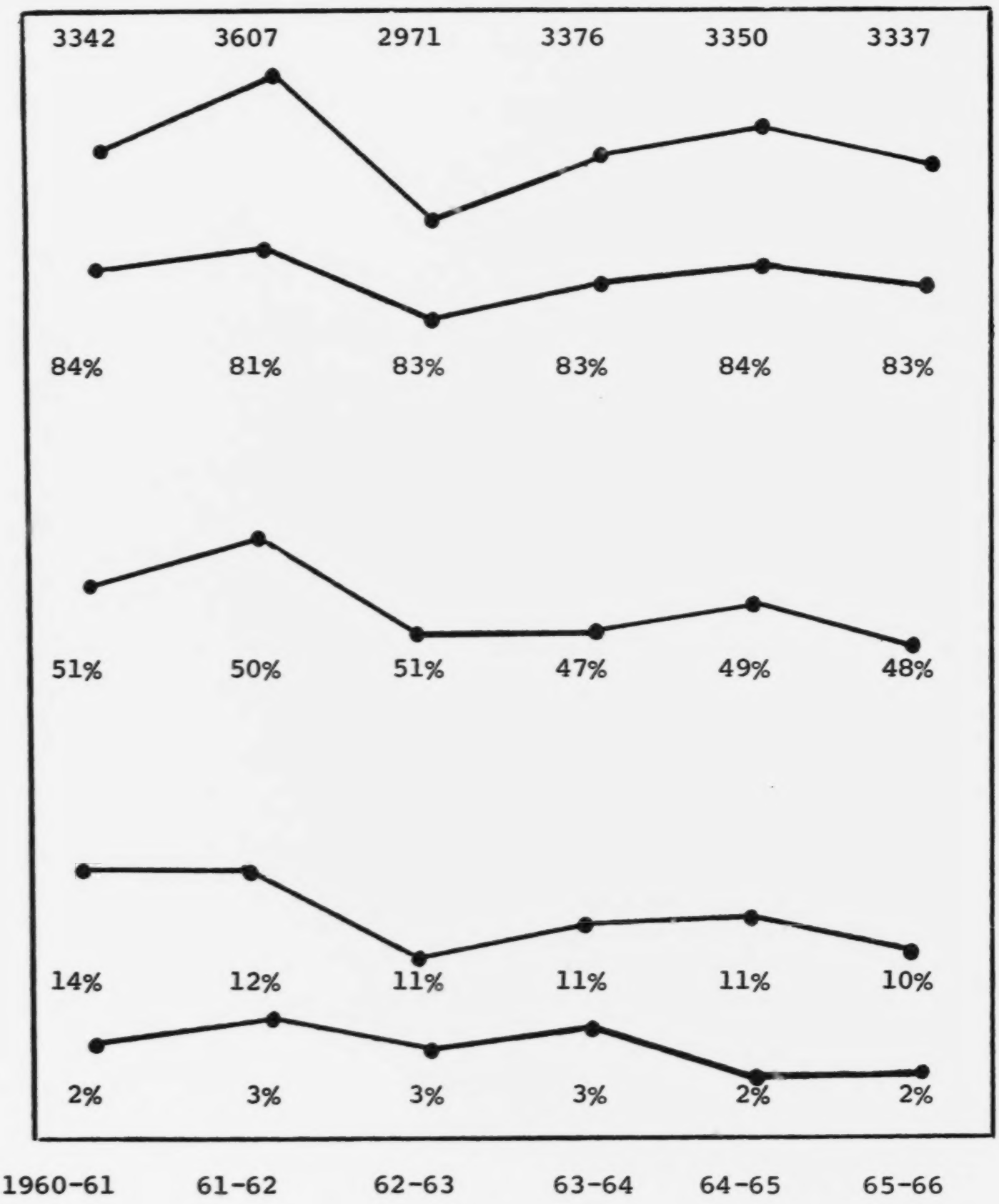
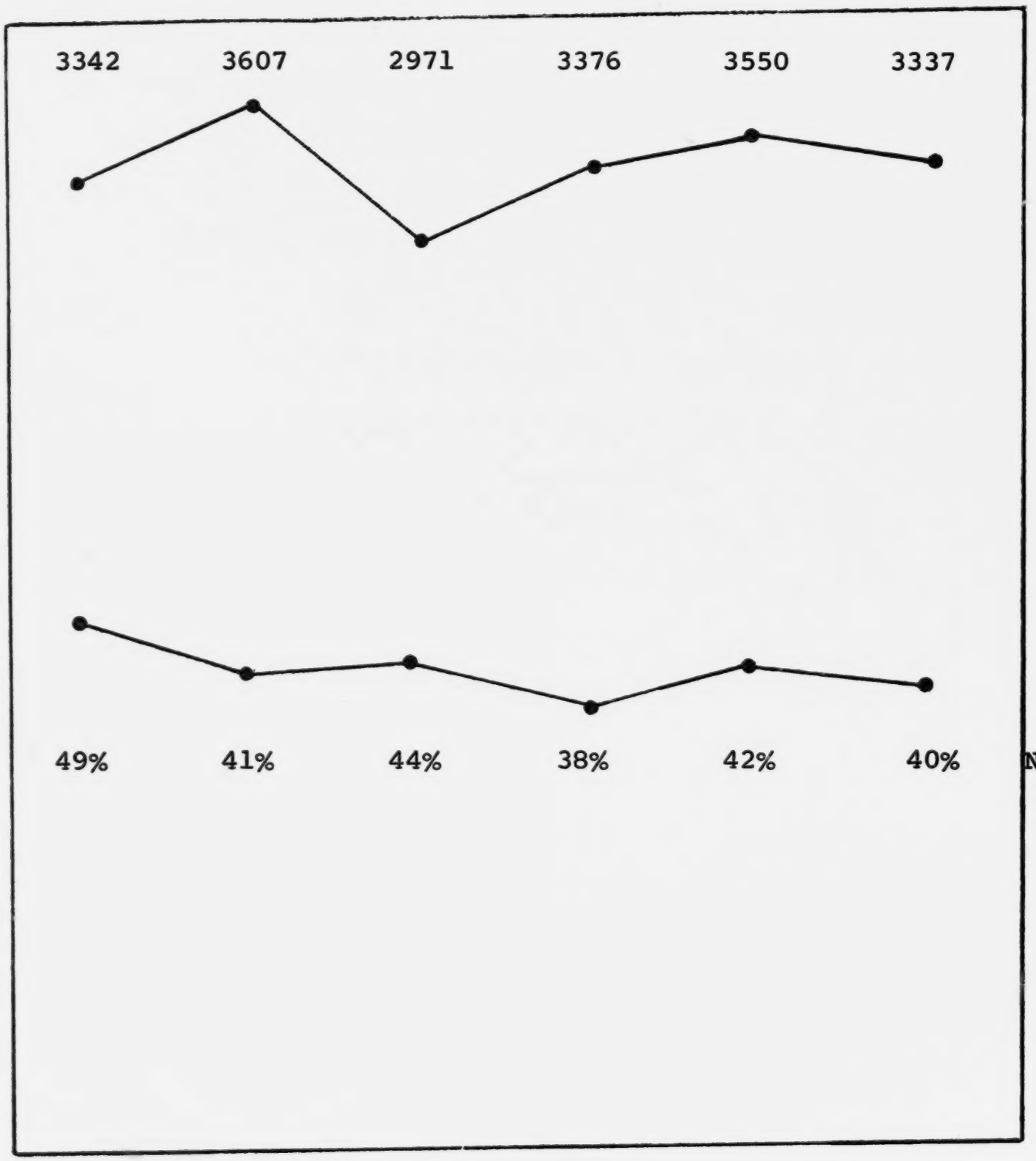
[3]Division of Corrections Research Studies, Charles Eichman, March-April, 1967, "Correctional Management Memo," Correctional Administrators Association.

Academic Education Claimed by Inmates Received at Florida Division of Corrections Reception Center



Information received from Florida Division of Corrections Biennial Reports.

Inmates Received at Florida Division of Corrections Reception Center Who Have No Employable Skill or Trade



Information received from Florida Division of Corrections Biennial Reports.

Education Programs in Process

A. Major Institutions

The Education Departments of the Florida Division of Corrections have made very fine progress in efforts to provide academic and vocational training for the inmates, with excellent foundation having been established to support new and expanding programs. A brief composite review of the programs presently in operation at the major institutions is now presented.

1. Staff

a. The Division is authorized seven Education Departments each supervised by an Academic Principal. There are positions for three Vocational Agriculture Instructors, two Vocational Training Coordinators, twenty Academic Instructors, six Physical Education and Recreation Instructors and one Educational Coordinator, bringing the total to thirty-nine positions requiring as a minimum a four year degree and Rank III Teaching Certificate.

b. The Division is also authorized twenty-one Vocational Instructors I, twenty-nine Vocational Instructors II, fifty-six Vocational Instructors III in the Trade and Industrial areas. There are also forty Farm Instructors, fifty-one Food Service Instructors and six Forestry Instructors, bringing the total to 203 instructors available for teaching their trade or skill to the inmates.

2. Budgets

   Education Departments have a prepared General Revenue Budget in addition to funds from the Inmate Welfare Funds.

3. Academic Program

   a. Education Departments are approved General Educational Development testing agencies with school personnel being approved testing agents. This program has made it possible for over 2,000 Florida inmates to have received their high school diplomas since 1950.

   b. A modified non-graded curriculum is utilized, which is an acceptable program for adults.

   c. A standardized achievement testing program is utilized for placing students in the proper class. The tests most commonly used are:

      (1) Stanford Achievement

      (2) Gray-Votaw-Rogers Achievement

      (3) California Achievement

   d. All Education Departments offer day school assignments to the inmates with the number of student hours per week depending on the number of teachers and amount of classroom space. Full and part time day school will average over 800 enrollment.

   e. Some Education Departments, because of limited staff, must utilize the services of inmate instructors. An average of fifty selected inmates are used as academic instructors throughout the Division

4. Vocational Training

a. Training under the direct supervision of the education departments is conducted in the areas of:

Air Conditioning, Heating, and Refrigeration	Office Machine Repair
Electronics	Ornamental Horticulture
Furniture Refinishing	Shoe Repair
General Shop	Upholstery
Graphic Arts	Watch Repair

b. Apprenticeship training is supervised by an Apprenticeship Board of the Florida Industrial Commission and Apalachee Correctional Institution.

c. On-job-training is conducted in conjunction with the maintenance, service, industry and education departments. The State Department of Education has certified fifty (50) instructors to teach their trade, approved twenty-seven (27) course outlines in nineteen different trade areas and awarded over 100 vocational certificates to inmates completing this training. The Division has employed, part time, a curriculum and materials specialist to review, upgrade and improve existing course outlines and to develop new course material.

d. Education Departments are authorized to administer, grade and evaluate the GATB vocational aptitude test which is an excellent guide in counselling personnel for training.

5. College Program

College level courses have been provided for two institutions by two junior colleges. To date twenty-one (21) courses have been offered for credit to an enrollment of over 500 inmates.

College correspondence study is available if the inmates have sufficient funds for enrollment. However, due to the financial condition of most inmates, very few courses are taken by correspondence.

6. Library Services

The Education Departments provide nearly 45,000 books with an annual circulation of 88,000. The libraries are organized on either the Dewey decimal system, a card index system, or a combination of both.

7. Student Record System

The Education Departments utilize a standardized Educational Record Folder listed as Division of Corrections Form 61.

8. Inmate Publications

The Education Departments supervise or sponsor the following inmate publications:

a. Apalachee Diary - Quarterly - 600 Circulation

b. The Dopester - Bi-monthly - 850 Circulation

c. Fla-Co-Lo - Quarterly - 350 Circulation

d. Lowell Times - Monthly - 100 Circulation

e. Raiford Record - Quarterly - 2,000 Circulation

f. The Scimitar - Quarterly - 300 Circulation

9. Visual and Audio Aids

The Education Departments utilize audio and visual aids extensively along with the Educator's Guide to Free Films which lists films that may be borrowed for the cost of return postage.

10. Printing

The Education Departments supervise training programs in printing.

11. Physical Education and Recreation

There are very active Physical Education and/or Recreation programs in all institutions with some being under the supervision of the Education Department while some institutions have a separate Recreation Department.

12. Music Program

Very active music programs are conducted in all institutions with some programs being supervised by the Education Department while others are supervised by the Recreation Department.

13. Dale Carnegie Courses

This is an excellent program normally costing $195.00 per student but provided free for the inmates by the Dale Carnegie Institute.

14. Facilities

a. Apalachee Correctional Institution is presently completing construction of a new education building which will be one of the finest in any correctional system.

b. Avon Park Correctional Institution utilizes three buildings for academic studies, one building for a library and one building for a print shop.

c. Florida Correctional Institution houses its Education Department in a building which when remodeled will adequately meet the needs.

d. Florida State Prison

(1) Main Prison School has been remodeled and expanded in recent years to include an auditorium, green house complex, academic section, vocational section and a print shop.

(2) The East Unit School has been constructed in recent years.

e. Glades Correctional Institution very recently completed construction on a new education building.

f. Sumter Correctional Institution is presently in the construction phase. The academic building is completed and work will soon start on a vocational building that should be one of the finest in the state.

g. All institutions at the present time are inadequately equipped and have insufficient facilities for proper vocational training.

15. Major Projects in the Planning Stage

a. A training, research and demonstration project, under the MDTA, for Apalachee Correctional Institution is now in Washington, D.C. awaiting approval. The project will be for $517,144.00 to train 240 young inmates in employable skills over a two year period.

b. Florida State University, Department of Adult Education, is requesting a Federal grant to conduct a three week course for correctional teachers during 1968. The course is designed to develop technical and professional teaching methods and materials for the correctional educators.

c. A plan for college correspondence courses for the inmates has been developed by the University of Florida, Division of Correspondence Study, and the Division of Corrections and submitted to the Board of Regents for approval.

B. Road Prisons

1. History

The education program presently being used was first started at Bartow Road Prison in the mid-fifties. During the past three years all road prisons have had an academic program.

2. Academic Program

a. Teachers are provided by the local county school system through the State of Florida Minimum Foundation Program. The number of teachers varies from prison to prison, depending on funds available to the local county program. During this school year there are sixty (60) teachers working 250 hours a week in thirty (30) road prisons and teaching to an average of nearly 900 inmates enrolled in classes from grades one through twelve.

b. Teachers' Manual

During the past school year an Introductory Manual for Teachers in Road Prison Schools was developed and printed. This manual has been made available as a guide for all road prison teachers and provides information that is considered important in adjusting to this teaching situation.

c. Standardized Achievement Testing

All road prisons utilize either the Gray-Votaw-Rogers or Stanford Achievement Tests in placing students in the proper class grouping.

d. Class attendance is compulsory if the inmate does not have a high school diploma and there are teachers available.

e. Classes are usually conducted in the Dining Room.

f. The Division of Corrections' inmate Educational Record Folder was initiated this past year for all inmates in school.

g. Teaching methods

Most road prisons utilize individualized instruction with the use of workbooks combined with group discussions.

h. Educational films

Most road prisons have access to 16 MM movie projectors and utilize the Educator's Guide to Free Films for ordering and showing educational films on a regular basis.

i. High school graduates

During last school year the Road Prisons graduated sixty-six (66) by the General Educational Development while thirty (30) received diplomas by adult credit, for a total of ninty-six (96) high school graduates. Since the beginning of Road Prison education programs 188 have received the General Educational Development while 107 received a diploma by credit, for a total of 295 high school graduates. All Road Prisons are presently utilizing the General Educational Development program.

3. Vocational Training

   a. Vocational courses are initiated through the joint efforts of Road Prisons and local school systems (high school and junior colleges) with courses being selected on the basis of future employment needs. The local school system provides the instructor and Road Prisons provides books and supplies from the Inmate Welfare Fund.

   b. Trainees may be transferred from one road prison to another for the purpose of taking a course if custody classification will allow. Upon completion of the course they will be reassigned to best utilize their newly learned skills.

   c. Certificates of Achievement are given to trainees completing the course by the school providing the course and teacher.

   d. Courses that are presently in process or just recently completed are:

      (1) Trowel Trades - Tallahassee

      (2) Trowel Trades - East Palatka

      (3) Trowel Trades and Blue Print Reading - Fort Pierce

      (4) Small Engines Repair - Gainesville

      (5) T.V. and Radio Repair - Niceville

      (6) Horticulture and Landscaping - Largo

      (7) Woodworking - St. Augustine

(8) Auto Mechanics - Copeland

(9) Welding - Pompano Beach

e. The Welding course at Pompano Beach is conducted at the local vocational school with inmates being taken to the school each Saturday. This pilot project has been very successful and it is planned to conduct a Major Appliance Repair Course for Caryville Road Prison in the same manner at the new area vocational school at Chipley.

4. College Level Courses

During the last school year three college courses were offered to inmates at two road prisons by two junior colleges. To date, about 100 inmates have received college credit for five courses offered at the above two road prisons with a sixth course presently being offered to an enrollment of twenty. Inmates from other road prisons may be transferred to those prisons offering the courses.

5. Special Classes

Many inmates in various road prisons have received benefit of Dale Carnegie, First Aid, Civil Defense Survival and Medical Self Help Courses.

Recommendations

A. General

1. Advisory and Evaluation Committees

To assist the Division of Corrections in reaching the prescribed goals and objectives, outside sources should be called upon to advise and evaluate the educational operation. Some of these sources and assistance that should be offered are:

a. State Department of Education

An advisory and evaluation committee should be appointed with representatives from

(1) Division of Administration

(2) Division of Community Junior Colleges

(3) Division of Instructional Services

(4) Division of Research

(5) Division of Teacher Education, Certification and Accreditation

(6) Division of Vocational, Technical and Adult Education

(a) Adult Education

(b) Agriculture Education

(c) Distributive, Cooperative and Business Education

(d) Home Economics Education

(e) Industrial Education

(f) Technical Education

(7) Division of Vocational Rehabilitation

b. University system

An advisory committee should be established to assist in teacher recruitment, in-service training programs, curriculum, methods and techniques.

c. Industry

Advisory committees should be formed from the various fields of industry so that guidance and assistance could be received on type training programs, curriculum, facilities and equipment that is needed to train the inmate for employment in society.

d. Apprenticeship Committee

Apprenticeship Committees should offer a valuable service to the Division of Corrections by organizing, developing and guiding institutional apprenticeship programs.

e. Employment Service

The various employment services and agencies should form an advisory committee designed to assist the Division of Corrections in training and placing the inmates in employable positions upon release from the institutions.

2. Education Research

It is recommended that each education department consider various aspects of adult learning research. The Division of Corrections is in an excellent position to conduct

research and collect data on inmate learning and the inmates' ability to learn. One of the great shortcomings of penal education throughout the nation is that few have facilities for conducting research. The Division of Corrections, with the aid of the computerized record system, Florida State University and Southeastern Correctional and Criminological Research Center could be the forerunner on information about the adult inmate learner.

3. New Approaches

It is recommended that the Division of Corrections review all the new approaches to adult learning, curriculum and programming and relate these to the inmates. Some examples are:

a. MIND

A pilot research project of the National Association of Manufacturers in the field of training and manpower development. Learning is related to everyday activities of finding and holding jobs.[4]

b. Teaching Machines and Program Instruction

Dr. Daniel Glaser states:

Thus students from the background which distinguishes the correctional population have much more experience

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[4]National Association of Manufacturers. MIND, Industry and the Dropout. New York: MIND Monograph #2, 1966.

with success when studying by programmed methods, than most of them encounter with conventional teaching and studying procedures. It is especially significant in prison to have each individual progress at his own rate at all times of the year and with a great variety of prior curriculum exposure and mastery.[5]

c. "Team Teaching"

This type program calls for two or more teachers to work jointly in the responsibility for planning, executing and evaluating the instructional unit or activity.[6]

d. "Vocational Programming for the Retarded"

A program designed for the very slow learner or the mentally retarded in which certain employable skills are taught.[7]

4. Uniform Education Record

It is recommended that the present uniform education record folder continue to be utilized by all institutions of the Division of Corrections. Since this is a new program to standarize a record keeping system, there should be continuous evaluating, upgrading and improvement. The record folder is presently designed

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[5]Daniel Glaser, "The Effectiveness of Correctional Education" American Journal of Corrections, March-April, 1966.

[6]Overton R. Johnson, "Team Teaching" in American Vocational Journal, March, 1966.

[7]Carl R. Brice, "Vocational Programming for the Retarded" in American Vocational Journal.

to record academic standardized testing results, General Educational Development test results, vocational aptitude test results, awarding of academic and vocational certificates and a monthly record of vocational on-job-training progress and any other pertinent educational information.

5. Release for Special Training

Now that Florida has been authorized to release selected inmates from the institution to work or participate in special training programs, it is recommended that the Division of Corrections take full advantage of universities, colleges, adult schools and training centers to further education and training of selected inmates. Some suggested areas of interest are:

a. Colleges and Universities

(1) Attend academic courses during day or evening

(2) Attend vocational and technical courses that are not provided by the Division of Corrections

b. Area Vocational-Technical Schools

(1) Attend courses either day or evening that are not offered by the Division's education departments

(2) Take advanced courses as follow-up training

c. Local Adult High School

To attend special classes not provided by the institution

6. Audio and Visual Aids

It is recommended that increased budgets be made available for audio and visual aids and their utilization be to the maximum. It is further recommended that a visual aids pool be established in one of the major institutions with supervision and control being provided by a full-time school librarian. Each institution would provide its own audio and visual equipment and presently used aids, but would draw selected films, filmstrips, slides, charts, tapes, records and supplies from the pool. The funds that would be necessary to purchase this material for each institution could be used to provide one large pool that would be much advanced and of greater benefit to the Division of Corrections

B. Staff Recommendations

1. Educational Evaluation Specialists

It is recommended that highly qualified Educational Evaluation Specialists be employed at the Reception and Medical Center. This institution will receive all newly incarcerated male inmates for an evaluation and diagnostic period prior to permanent assignment at other institutions. During this period, a comprehensive evaluation will be made on all individuals and a future program of treatment will be recommended. It is very important that Education Specialists be included in this evaluation team.

2. Inmate Instructors

It is recommended that additional teachers be employed to replace the program of utilizing inmate instructors. A very small percentage of college graduates enter prison which requires the use of many inmates with only a high school education being assigned as instructors. The rate of turnover for inmate instructors is very high, a factor which tends to inhibit the learning process of the students. Qualified inmates could be used as teachers' aids, clerks, testing assistants, visual and audio aid operators, and others. However, to insure quality education, the addition of qualified and certified

teachers is necessary. It is strongly recommended that the ratio of student to instructor be an average of fifteen academic students to one instructor and a maximum of fifteen vocational trainees to one instructor. It is felt that this ratio is justified on the basis that these students and trainees are adults that have been unsuccessful in living within the laws of society in addition to having been unsuccessful in elementary and secondary schools. Because of this, they require more attention and supervision than the regular school student.

3. Preparation of Academic Teachers

It is recommended that Florida universities and colleges incorporate adult education courses for students in their undergraduate programs. Most holders of undergraduate degrees have not been exposed to the principles, methods, books and aids for teaching adults. This is to be covered at the graduate level if the teacher desires to enter adult education. Since there are very few universities and colleges that offer an undergraduate degree in adult education, and since there is increasingly important emphasis being placed on general adult education as well as correctional education, it would seem that a need exists.

4. Teachers' Salary

Teachers in the field of adult education are necessarily more mature and experienced and therefore better paid than most of the elementary or high school teachers. In addition, a higher than average salary is necessary to attract such persons to work in a prison rather than in a normal community school. Finding qualified teachers has been a problem and the low salary seems to be the reason in most cases for not attracting teachers to this type employment. In addition to competing with the public schools, where teachers work ten months as opposed to our twelve-month schedule, we find the federal government employs a new teacher with a B.S. degree at over $1600 a year more than our starting salary. A starting salary of $7200 a year is recommended for the academic teacher with a B.S. degree. Additional compensation should be paid to those teachers required to conduct classes after the normal teaching day. The salaries of those teachers having higher degrees and of other education positions should be adjusted accordingly.

Division of Corrections teachers are required to be college graduates and hold current teaching certificates; however, their teaching experience in penal

institutions will not apply to continuing contract or tenure in counties in Florida, and in the same respect, experienced public school teachers receive very little compensation upon coming with the Division of Corrections. Many privileges that are extended to the public school teachers should also be extended to the correctional teachers.

5. Additional Personnel

In the planning and expansion of any educational program, it is necessary to consider additional staff members. Some additional personnel who should be recommended at this time are listed below. They do not necessarily have to be full time in these positions, but they should be qualified and certified to do the prescribed duties.

a. Librarians

b. School Counselors

c. Test Administrators

d. Driver Education in Youth Institutions

e. Music Instructors

f. Job Development and Follow-Up Officers

g. Teacher Trainer of Vocational Shop Instructors

h. Vocational Materials Specialists

i. Educational Psychologists

j. Educational Evaluation and Diagnostic Specialists for Reception and Medical Center

k. Educational Research Specialists

l. Educational Specialists in area of Mental Retardation.

6. Internship Program

The universities and colleges of Florida should authorize the education departments of the Florida Division of Corrections to become student teaching centers. This internship program should be offered for course credit as well as salary to graduate and undergraduate students majoring in educational fields such as Adult, Physical Education, Vocational Education, School Administration, and others, as well as the Behavioral Sciences. There are several advantages to this program, the most important being:

a. Penal and correctional institutions can offer a wealth of opportunities for experience for the student desiring to enter any field of adult or special education.

b. The number of adult schools now available for student teaching is rather limited so the addition of seven schools should be of value to the university and college internship program.

c. The internship program would provide an excellent recruitment program for the Division of Corrections. This would allow students to evaluate our programs as a possible career prior to starting in another field.

7. In-Service Training Program

a. Academic Teachers

One of the greatest problems of adult education in the penal situation is that of preparing the teacher to cope with the problem of presenting education to the inmate. Since nearly all teachers with undergraduate degrees have received very little course work in adult education, it is strongly recommended that the Adult and Continuing Education Departments of Florida's universities conduct annual summer school sessions, workshops, conferences or seminars slanted toward adult penal education. Teachers attending these courses should receive university graduate credit which would assist toward a higher degree and meet state certification renewal requirements. Since Division of Corrections' teachers work twelve months a year, it is recommended that they be given leave with pay to attend such courses as listed above. If this type course is

not made available, the teacher should be given leave to attend a graduate course in adult education or an advanced course in the teacher's major field.

b. Vocational Teachers

It is recommended that positions of Teacher Trainer and Instructional Material Specialist be created and attached to one of the Florida universities for the purpose of preparation of Division of Corrections' Vocational Shop Instructors. These individuals would assist the two hundred and three (203) presently employed Vocational Shop Instructors in teaching the inmates a skill or trade. The number of Vocational Shop Instructors is expected to increase in future years, so these Instructors would initially conduct "Methods of Instruction" courses followed by refresher and advanced courses. In addition to this, they would assist in the preparation of course outlines, job sheets, lesson plans, selecting material, text and references.

The universities and colleges should provide for each major institution of the Division of Corrections, annual course work for credit in the area of methods, principles, and techniques for Vocational Instructors.

This would allow the Vocational Shop Instructors with a high school education to earn the twenty college hours required to advance from the Part-Time Continuing Certificate to the Standard Certificate, Rank III, which with six (6) years work experience is equal in their field and for pay purposes, to the B.S. degree in an academic field.

The Shop Instructors should be allowed to attend short workshop courses conducted by industry and schools in the area of the Instructors' skill or trade. Purpose of these courses is to keep the Instructor current on new methods, techniques and equipment being introduced to the field.

C. Academic Recommendations

1. Compulsory Academic Education

The inmates have demonstrated their inability to conform and adjust to the laws of society. To help them prepare for successful life in society after completing their present sentence requires the interest and effort of every person assigned to work with them during the incarceration period. It must be realized that the inmates need academic education, vocational skills, religious training, character building traits, citizenship, and proper use of leisure time activities. The inmates should receive much guidance and counseling on the proper attitudes toward their families, their employers or supervisors and the laws of society. During the course of their correctional schooling many opportunities will present themselves for the teacher to contribute to this slow and deliberate process of retraining, resocialization, adjustment, and rehabilitation.

Where possible, feasible and advisable in the opinion of the Classification staff of the various institutions, inmates will be assigned to academic school on a compulsory basis. In making such a decision it will be necessary to consider the native ability of the individuals, their age and their possible employment upon release.

Those inmates under sixteen years of age will attend school as required by law. This compulsory academic assignment should be on a part-time basis so that part-time assignment to vocational training or formalized on-job-training programs will be possible. The two assignments need not be separated from each other and should be integrated so that proper desires and motivation can be established. Malcolm Knowles lists some of the principles of adult learning that if followed may make a compulsory program more attractive to the inmate.

> Learning must be problem centered
> Learning must be experience centered
> Experience must be meaningful to the learner
> The goals must be set and the search organized by the learner
> The learner must have feedback about progress toward goals[8]

And James E. Birren states

> Continuing adult learning can no longer be looked upon as an oddity but rather an increasingly common feature of life in a complex society.[9]

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[8]Malcolm S. Knowles (ed). Handbook of Adult Education in the United States. Adult Education Association of the U.S.A., Chicago, 1960.

[9]Raymond G. Kuhlen (ed). Psychological Background of Adult Education. Center for the Study of Liberal Education for Adults, Chicago, 1963.

And Burton R. Clark has established that "School is a normal part of adult life".[10]

2. General Educational Development

It is recommended that until the institutional Education Departments become fully accredited, the General Educational Development (GED) program be continued. Over 40,000 of these diplomas have been issued by the Florida State Department of Education to adults of Florida and all indications are that the diploma has excellent public acceptance throughout the state and nation.

As of November 1, 1967, over two thousand inmates have received their diploma by this method with the number earned in recent years as follows:

July 1961 - June 1962	166 graduates
July 1962 - June 1963	154
July 1963 - June 1964	186
July 1964 - June 1965	210
July 1965 - June 1966	300
July 1966 - June 1967	337
July 1967 - October 1967	136 (4 months)
	1489

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[10]Hobert W. Burns (ed). Sociological Background of Adult Education. Center for the Study of Liberal Education for Adults, Chicago, 1963.

3. Curriculum

It is recommended that the utilization of a modified non-graded curriculum be continued. A Thesis Study[11] concluded that this program was proper and beneficial for the adult inmate. There are several advantages to this curriculum with the three most important being:

a. Adult students do not have to be placed in a particular grade such as first, third or fifth
b. The program may be set up as continuous and not restricted by semesters
c. This makes possible individual type instruction allowing the students to advance at their own rate of speed

4. Citizenship and Attitude Courses

It is recommended that the educational programs depend heavily on courses that are necessary to bring about attitude changes in the inmates so that the learning experience will be more effective. A specific course in good citizenship should include, for example: moral and spiritual training, home and family life, consumer education, American heritage, American government and current issues.

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[11]Billy Campbell. "A Comparison of the Effectiveness of the Graded and Non-Graded Curriculum on Adult Males at Florida State Prison Having Academic Abilities Corresponding to Elementary Grades One Through Eight," Florida State University, 1961.

5. Education by Television

It is recommended that the use of television as a means of instruction be researched and implemented when and where possible.

a. Florida's current educational T.V. programs are to be evaluated in the near future and suggestions will be made on the basis of that evaluation, as to how the state might make more effective use of educational T.V.

b. Closed circuit T.V. has now advanced to the point that very effective instruction can be carried to a greater number of students. Where possible, the Division of Corrections should plan to utilize closed circuit T.V. in the Education Departments.

6. Programs for Mental Retardation

It is recommended that special classes be established and conducted by Special Education Teachers in the areas of mental retardation, mental defectives and slow learning. Approximately twenty-two percent of all inmates received have tested I.Q. scores below 80. Nearly ten percent of this group have tested I.Q. scores below 70. There is a great need to assist, in special classes, this group of slow learners.

7. Program for Short Term Inmates

Many inmates are eligible for parole after six months. Special programs should be established so that the short termers have an opportunity to advance in a concentrated and accelerated program.

8. College Academic Courses

Each year more than 15% of the total inmate population received at the Reception and Medical Center will be high school graduates or above. Based on present intake figures this represents nearly 550 inmates annually. In addition, there are approximately 400 inmates graduating from high school by the General Educational Development program offered within the Division of Corrections each year. As the prison population continues to grow and the Educational Departments continue to improve, a much greater number of inmates will be entitled and qualified to be selected for college course work for credit. This program should be offered by two methods.

a. The State Department of Education, Division of Junior Colleges, should make available to the Division of Corrections extension courses to be conducted at the prison or correctional institution. In addition to this, certain selected inmates should be allowed to attend classes on campus.

b. The state universities should make available to the Division of Corrections an extension course program so that qualified inmates may study above the junior college level. Also, certain selected inmates should be allowed to attend class on campus. In addition to this, an extensive correspondence study program at the college level should be developed.

The college program should be offered at the prison or correctional institution during the day as well as night school. Budgeted funds should be established for this program since most inmates do not have sufficient funds for normal enrollment.

D. Vocational Recommendation

1. Type Vocational Program to be Offered

a. On-Job-Training

The normal operation of a major institution makes available over fifty (50) trades and skills that are excellent potential employment areas after release from prisons. These programs are included in the services, maintenance, and industry sections of the institutions and could encompass the following training areas:

Air Conditioning, Heating & Refrigeration
Animal Husbandry
Auto Upholstery
Auto Mechanics
Auto Technicians
Baking
Body and Fender Repair
Cabinet Making
Carpentry
Cooking
Dairy Production
Dental Technicians
Diesel Mechanics
Drafting, Mechanical Drawing
Dry Cleaning
Electricity
Electronics
Farm Equipment Operator
Farm Machine Repair
Fire Fighting and First Aid
Food Preparation
Forestry
Garment Manufacturing
Horticulture
Hospital Attendants
Laundry
Machine Shop
Major Appliance Repair
Trowel Trades
Meat Cutting
Metal Furniture Manufacturing
Motor Rewind
Office Machine Repair
Painting
Photography
Plumbing
Printing
Radio and TV Repair
Service Station Mechanic
Sheet Metal Work
Shoe Repair
Sign Painting
Small Engine Repair
Swine Production
Table Waiters
Typing
Upholstering
Welding
X-Ray Technician Assistant

A system of organizing these courses will be covered later in this report. Due to the turnover rate of the inmates and the percentage listed as unskilled or common labor and the present employment trends, it is recommended that these programs be set up as familiarization or introductory type courses to be in duration of six (6) to twelve (12) months. The purpose of this training is to prepare the ex-inmate to enter the employment field as a worker with a good basic knowledge of the skill. Because of present and future prediction in the employment fields, it is recommended that most trainees be exposed to programs that will place them in the semi-skilled and skilled working area; with fewer highly qualified inmates being trained in the technical areas.

b. Vocational Training Within The School Complex

Vocational courses should be established and advanced within the school plant with students being assigned on a half-day schedule similar to the comprehensive high school and area vocational and technical school Training would cover a longer period of time and receive much more classroom work than the on-job-train assignments. The more technical training areas woul be included in this program.

c. Apprenticeship Programs

The Apprenticeship Program should be extended to all institutions allowing qualified inmates to enroll in training that is designed to produce a skilled worker in the trades. Apprenticeship committees should be established to supervise and assist in this operation. Since this training is extended over a rather long period of time, arrangements should be made for apprenticeship committees in the community to accept the trainees upon release from the Division of Corrections and place them in training type employment.

d. It is recommended that each institution employ a Vocational Training Coordinator responsible to the School Principal. This person would coordinate vocational training and assist the shop instructors in such areas as course outlines, lesson plans, job sheets, information sheets, related information and training records.

e. Vocational Rehabilitation

It is recommended that continued efforts be made in cooperation with Division of Vocational Rehabilitation to assist those cases that can benefit from special training.

2. Organized On-Job-Training Program

There are presently two hundred and three (203) Vocational Instructors employed to teach their respective trade or skill to the inmates. The present plan is to have these Instructors certified by the Certification Section of the State Department of Education. As an additional means of formalizing the on-job-training program, a specialist in curriculum and course material has been employed to develop vocational course outlines, lesson plans, job sheets, and related material for the shop instructor.

This specialist is to develop a tentative course outline, in each training trade, that is designed to prepare the inmates to enter the employment field upon release from prison. A copy of this is to be sent to each institution and reviewed by the School Principal and the particular shop instructor involved and to respond by making recommendations. Once the course has been approved by the Division of Corrections it will be submitted to the State Department of Education for their approval. After approval is received, the course outline is to be printed and made available to any institution desiring to conduct that particular training. The primary reason for this is that an inmate may start training in one institution and

be transferred to another institution without his training being interrupted.

The inmates that complete a training program taught by a certified instructor, following a state approved vocational course outline, would receive a Certificate of Achievement from the State Department of Education.

As stated earlier, this is the program presently planned for organizing the on-job-training programs. This is only the first step and continuous planning, improvement, and development along with additional instructors, facilities, and equipment to meet the needs of an increased inmate population and the ever changing employment field in a complex society will be required.

3. Recognition by Trade Boards

To date there has been very little advancement accomplished in certain trades because of action of the boards in regards to licensing practices. There are three areas of much concern at this time because of their importance to the morale, health and welfare of the inmate population. Such areas of training are cosmetology, barbering and nursing. Formal training programs should be established that would meet required standards, and inmates who receive this training should be recognized

by the respective boards and have an opportunity to be licensed in their field.

E. Library Recommendations

The library should be planned as a goal-oriented activity allowing the inmates to pursue a goal of their choosing that prepares them for a useful place in society. The library should be easily accessible to the general inmate population with a scheduled service of books and periodicals to those confined in hospital and security cells.

1. The institutions should provide:

   a. Facilities that have sufficient space to allow for the display of various types of reading material

   b. Budgets to adequately support the libraries

   c. Staff that includes either a full or part time employed qualified librarian to supervise the library operation

   d. Library hours that will insure opportunity of participation by the inmate population

   e. A wide variety of library programs to include

      (1) recreational reading

      (2) educational reading

      (3) catalogue and/or index system

      (4) films, audio tapes, slides, pictures

      (5) special interest reading

      (6) hobby information

      (7) current events, newspapers, magazines, etc.

      (8) fiction

      (9) non-fiction

      (10) reference

F. Road Prison Education Recommendations

1. The Road Prisons are organized and located in such a manner that will require a different method of providing education to the inmates. However, many recommendations made concerning the major institution educational programs will also apply, with modification, to the Road Prisons. Such recommendations are:

   a. College Programs
      Extension courses
      Correspondence study
   b. Compulsory Academic Education (night school)
   c. In-service training for academic teachers
   d. Advisory Committees
   e. Library Services (with modification)
   f. Education Record Folder
   g. Release for classes and training
   h. General Educational Development Program
   i. Educational T.V.
   j. Audio-Visual Aid Pool
   k. Citizenship and Attitude Courses
   l. New Approaches
   m. Curriculum
   n. Vocational Rehabilitation

2. In addition, it is recommended that a full time Supervisor of Education be employed to work under the direction of the Superintendent of Road Prisons. This

person would direct and supervise the educational activities of approximately 1,500 inmates located in thirty small institutions. It is recommended that this person be assisted in this effort by a full-time teacher in each Road Prison District, of which there are presently five. These teachers would assist the Supervisor of Education in organizing programs, coordinating with local county adult programs, administering the General Educational Development test, administering standardized achievement tests, maintaining the student record folder, ordering books and supplies, educational counselling, supervising college correspondence work and performing other administrative duties that might arise. Although it is recommended that the practice of utilizing part-time adult educators from the local county school be continued, the following improvements should be made:

a. There should be a minimum of three academic and one vocational instructor assigned to teach six hours each per week in each road prison.

b. The funds to support the teachers' salaries should be designated for Road Prisons so that no institution is without funds for the teachers.

c. Budgeted funds should be established for

   (1) Academic and vocational texts and workbooks in addition to necessary school supplies

(2) Equipment and facilities to provide vocation
training in each road prison

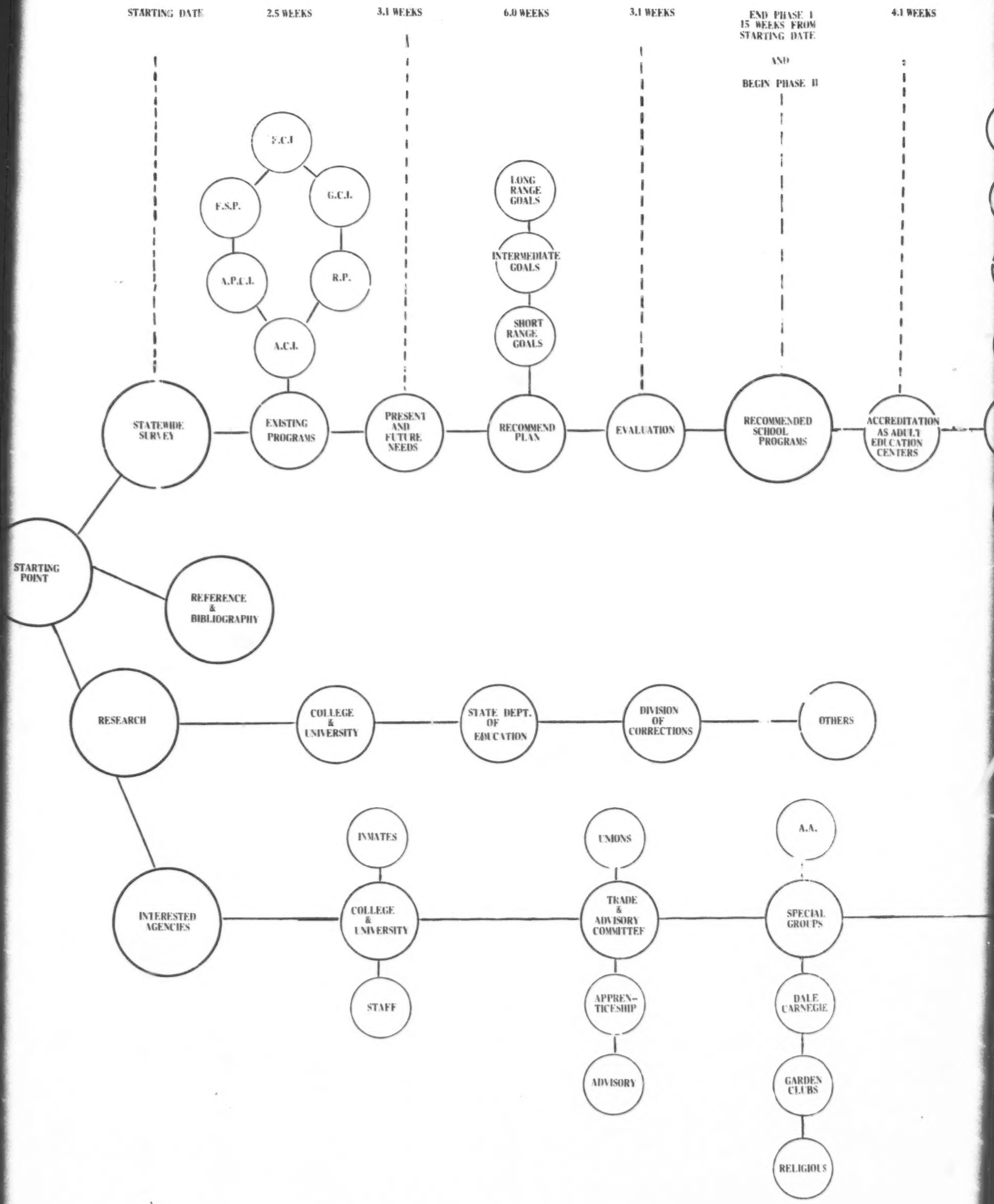
(3) Facilities, equipment and supplies to -

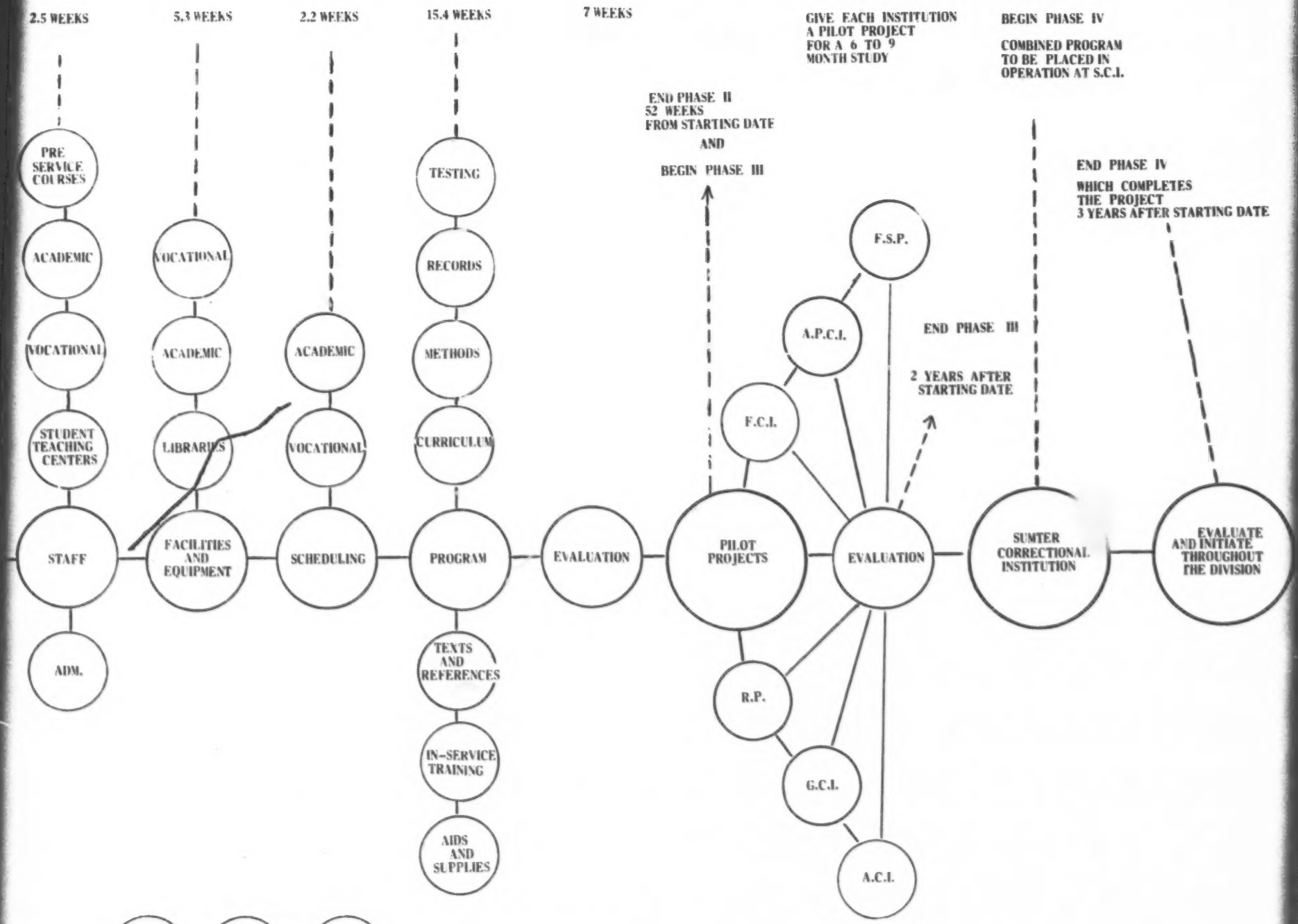
A Plan of Study

This plan is presented as a suggested schedule in determining the feasibility of Education Departments of major institutions within the Florida Division of Corrections becoming accredited as Vocational-Technical and Adult Education Centers.

The Florida State Department of Education is in the process of developing Accreditation Standards for Florida Vocational-Technical and Adult High Schools. The standards are presently in the proposal stage and as yet have not been accepted and approved. It is felt that a survey of the various State Departments of Corrections and Federal Bureau of Prisons will indicate that very little effort has been extended by correctional institutions to become accredited schools. Working toward and eventually reaching such standards, the educational programs of the Division of Corrections may make a much greater contribution to the rehabilitation process than has been done to date.

A chart on the following page lists a suggested schedule of time and activities for the study of accreditation. This chart was developed from PERT which is the Program Evaluation and Review Technique developed and used by military personnel and recently adopted for education. Following the chart will be a step by step explanation.


STARTING DATE
2.5 WEEKS
3.1 WEEKS
6.0 WEEKS
3.1 WEEKS
END PHASE I
15 WEEKS FROM
STARTING DATE
AND
BEGIN PHASE II
4.1 WEEKS
F.C.I.
F.S.P.
G.C.I.
A.P.A.C.I.
R.P.
A.C.I.
LONG RANGE GOALS
INTERMEDIATE GOALS
SHORT RANGE GOALS
STATEWIDE SURVEY
EXISTING PROGRAMS
PRESENT AND FUTURE NEEDS
RECOMMEND PLAN
EVALUATION
RECOMMENDED SCHOOL PROGRAMS
ACCREDITATION AS ADULT EDUCATION CENTERS
STARTING POINT
REFERENCE & BIBLIOGRAPHY
RESEARCH
COLLEGE & UNIVERSITY
STATE DEPT. OF EDUCATION
DIVISION OF CORRECTIONS
OTHERS
INTERESTED AGENCIES
INMATES
COLLEGE & UNIVERSITY
STAFF
UNIONS
TRADE & ADVISORY COMMITTEE
APPREN-TICESHIP
ADVISORY
A.A.
SPECIAL GROUPS
DALE CARNEGIE
GARDEN CLUBS
RELIGIOUS



FLORIDA DIVISION OF CORRECTIONS

EDUCATION DEPARTMENTS

EXPANSION AND DEVELOPMENT PROGRA

Phase I	-	Survey	-	15 weeks
Phase II	-	Recommendation	-	36.5 weeks
Phase III	-	Pilot Projects	-	6 to 9 months
Phase IV	-	Trial Program	-	12 months

1. Phase I - Time schedule: 15 weeks

   a. Start the program by conducting a statewide survey of the existing programs at:

   Apalachee Correctional Institution
   Avon Park Correctional Institution
   Florida Correctional Institution
   Florida State Prison
   Glades Correctional Institution
   Road Prisons and Santa Fe Correctional Farm

   The survey is to include the present:

   (1) Number of authorized educational personnel

   (2) Qualifications of educational presonnel

   (3) Ratio of students to teacher

   (4) Facilities - academic, vocational and libraries

   (5) Programs - academic and vocational

   (6) Curriculum

   (7) Scheduling of classes and training - academic and vocational

   (8) Study and reference books

   (9) Classroom text and workbooks

   (10) Number of inmates served during a year

   (11) Number of high school graduates

   (12) Record system

   (13) On-Job-Training areas
   Number of Certified Instructors
   Number of Approved Course Outlines
   Number of Vocational Certificates Awarded

(14) Types of special programs such as
Dale Carnegie
Civil Defense
Operation Teenager

(15) Amount of budget

b. After completing the survey, this information will be used to determine the present and future needs of inmate education programs within the Division of Corrections. To determine these needs, various agencies will be called upon to offer assistance:

(1) Colleges and universities

(2) Trade and advisory committees

(3) Special groups such as Dale Carnegie, Garden Clubs, AA

(4) Various agencies of State Department of Education

(5) Vocational rehabilitation

(6) Employment services

(7) Probation and Parole Commission

(8) Industry

c. Based on the present and future needs a Recommended Plan would be developed. This plan would include:

(1) Short range goals

(2) Intermediate range goals

(3) Long range goals

d. After completing the Recommended Plan, an extensive evaluation period would be established for key personnel of the Division of Corrections and various advisory groups appointed by interested agencies.

2. Phase II - Time schedule: 36.5 weeks

Based on completion of Phase I, develop a Recommended School Program to include:

a. Accreditation as Adult Education Center. Meetings to be held with personnel of:

(1) Adult Education Departments of universities and colleges

(2) State Department of Education

Adult General

Certification

Accreditation

Program Services

Trade and Industrial

Distributive

Vocational Agriculture

Home Economics

Instructional Services

(3) Various Adult and Vocational Centers such as:

Lindsey Hopkins - Miami

Brewster - Tampa

Lively Tech. - Tallahassee

Tomilson - St. Petersburg

Accreditation is the most important element of this entire program. This accomplishment would put the Division of Corrections in excellent standing in the field of education as there are presently less than twelve accredited adult education day centers in the State of Florida.

b. The second step in studying accreditation would be to determine the standards necessary for the Education Staff.

(1) School administration

(2) Academic instructors

(3) Vocational instructors

(4) Counselors

(5) Librarians

(6) Physical Education and Recreation

c. The third step in studying accreditation would be to determine the standards necessary for Facilities and Equipment in areas of:

(1) Academic education

(2) Vocational education

(3) Library services

Meetings would be held with personnel of:

(1) Colleges and universities

(2) Advisory committees from the various trades

(3) Various departments of the State Department of Education

(4) State, county and city librarians

(5) Industry

(6) Adult and Vocational Education Centers

d. The fourth step in studying accreditation would be to determine the standards necessary for scheduling the academic and vocational classes during the week, month and school year

e. The fifth step in studying accreditation would be to develop the many elements of a program

(1) Curriculum

Graded vs. non-graded vs. modified non-graded

Issue diplomas by credit or utilizing the General Educational Development test

(2) Text and references

Recommended adult material

(3) Methods and new programs

Compulsory vs. voluntary attendance

Closed circuit T.V.

Educational T.V.

Programmed instruction

Computerized education

Central film and visual aid library

Driver education

Science and biology laboratories

(4) Aids and supplies

(5) Records

Standardized record folders

(6) Testing

Academic achievement

Vocational aptitude

I.Q.

General Educational Development

(7) In-service training

All agencies listed on the chart under "Interested Agencies" would offer assistance in developing these elements of the program.

The final step in school accreditation would be a very extensive evaluation of the Phase II by key persons of the Division of Corrections and advisory committees of all interested agencies.

3. Phase III - Time schedule: 6 to 9 months

   a. After evaluating Phase II, many aspects of the phase will be assigned to the institutions for pilot projects. Each of the major institutions and several road prisons would try some of the suggested recommendations.

   b. An evaluation will be conducted for each pilot project as to its merits and feasibility to function in a penal education program.

4. Phase IV - Time schedule: 1 year

   All proven and acceptable pilot projects, recommendations and suggestions from the entire two years planning period will make up the educational program for Sumter Correctional Institution, scheduled to open for academic and vocational training after July, 1969.

After a one-year trial period, this entire operation would be evaluated to determine the merits and feasibility of making all school programs of major institutions within the Division of Corrections Accredited Adult Education Centers.

Appendix
Projection of Academic and Vocational Training Fund Requirements

Academic Education for Major Institutions

It is projected that 20% of the inmate population of major institutions will be enrolled in class by average daily attendance. Since most institutions will conduct half-time academic and vocational programs, there may be as much as 40% of the population enrolled in academic classes. Chart A illustrates the projected inmate population and half-time academic enrollment of inmates assigned to major institutions. This chart indicates the present enrollment of 1000 of the 5711 inmates assigned to major institutions in some form of academic training. Based on projected population figures and continuing to use 20% average daily attendance, there will be 2900 enrolled by 1970 and 3184 by 1975 on a half-time schedule in the major institutions.

The academic programs will operate on a twelve-month schedule with students being assigned to class and graduating as the need arises. Present classroom space will allow for an enrollment of 1200 full time or 2400 part time, so additional classrooms will be required to provide for the continued increase in population. Some institutions will have more facilities and a larger precentage of enrollment because of the age group involved.

Teaching positions will be based on a ratio of fifteen inmate students to one teacher. This would also be based on a 20% full time daily attendance. This lower ratio is requested because of the special attention and supervision required in working with the adult inmates who in most cases have been school failures. Chart B indicates the number of positions required to perform the school functions.

Vocational Education for Major Institutions

It is projected that 60% of the inmate population of major institutions will be enrolled in formalized on-job-training programs by average daily attendance. Since most institutions will conduct half-time academic and vocational programs there will be more than 60% enrolled. Chart C illustrates the projected inmate population and average daily attendance of vocational trainees. The number of inmates receiving vocational training on a half-time schedule would be much greater.

The vocational program will also operate on a twelve-month schedule with trainees being assigned and graduating as the need arises.

Present vocational facilities and equipment are inadequate and the increased inmate population will magnify the need for additional facilities.

Vocational teaching positions will be based on a maximum of fifteen inmate trainees to one teacher. This ratio is requested because of the special attention and supervision required, in addition to the need for performing maintenance and service duties necessary in the normal operation of the institution. Chart B indicates the number of positions required to perform these duties.

Some institutions will have more facilities, instructors, and trainees in formalized programs than other institutions because of the age group involved.

Combined Academic and Vocational for Major Institutions

The total number of academic and vocational trainees of major institutions is indicated in Chart D. The enrollment by average daily attendance would place 80% of all inmates in some form of academic and/or vocational training. This chart also indicates the enrollment of combined major institutions and Road Prison programs.

Those inmates not enrolled in educational programs will be those who have obtained maximum academic and vocational levels, are untrainable or hospital and other special cases that cannot be made available for training.

Funds Required for Major Institution Education Programs

Required funds are listed on Chart E which indicates a break-down of general expenses and positions required. The chart also

indicates amount of funds budgeted for 1967-68 and 1968-69. Additional funds are requested for 1968-69 because of many new positions required to meet the needs of the increased training load. Exact figures have not been included for years after 1969 because of the lack of a salary schedule; however, the number of positions has been listed.

The average cost per trainee per year is $710. This figure may be higher than funds allocated to county school systems by the State of Florida. However, the Division of Corrections educational programs will receive no matching funds from the counties, no race track funds, no use of Florida text book service and very few federal funds.

If the inmates are given academic and vocational training to the point of becoming successful in the employment field after leaving prison and will become tax paying citizens and not return to prison, the cost of training is very small.

Funds Required for Road Prison Education Programs

Each road prison is dependent upon the local county school system for an educational program. Presently there are thirty (30) road prisons and Santa Fe Correctional Farm located in thirty of Florida's counties that are operating part-time evening classes supported by the local school systems. Funds for this program must be budgeted by thirty county superintendents of schools. Therefore, there is very

little uniformity in that one road prison may have five instructors teaching fifty inmates a total of 30 hours a week while another road prison may have only one teacher teaching fifty inmates two hours a week.

In some cases in the past, if a County Superintendent of Schools did not approve prison educational programs there would be no program made available. This was very unfortunate, but was nothing the Division of Corrections could do to remedy the situation.

Most of the programs are discontinued during the summer months and many administrative problems arise in the fall when school reopens; in fact, it may be December or January before a program is again in operation because suitable instructors cannot be located or no funds are available.

Books, equipment and supplies have been a major problem in the past due to lack of budgeted funds. All school, library, religious and recreational supplies must be purchased from the Inmate Welfare Fund. This means, theoretically, if inmates refused to purchase items from the canteen of each road prison, there would be no profit money available to purchase supplies for the above activities.

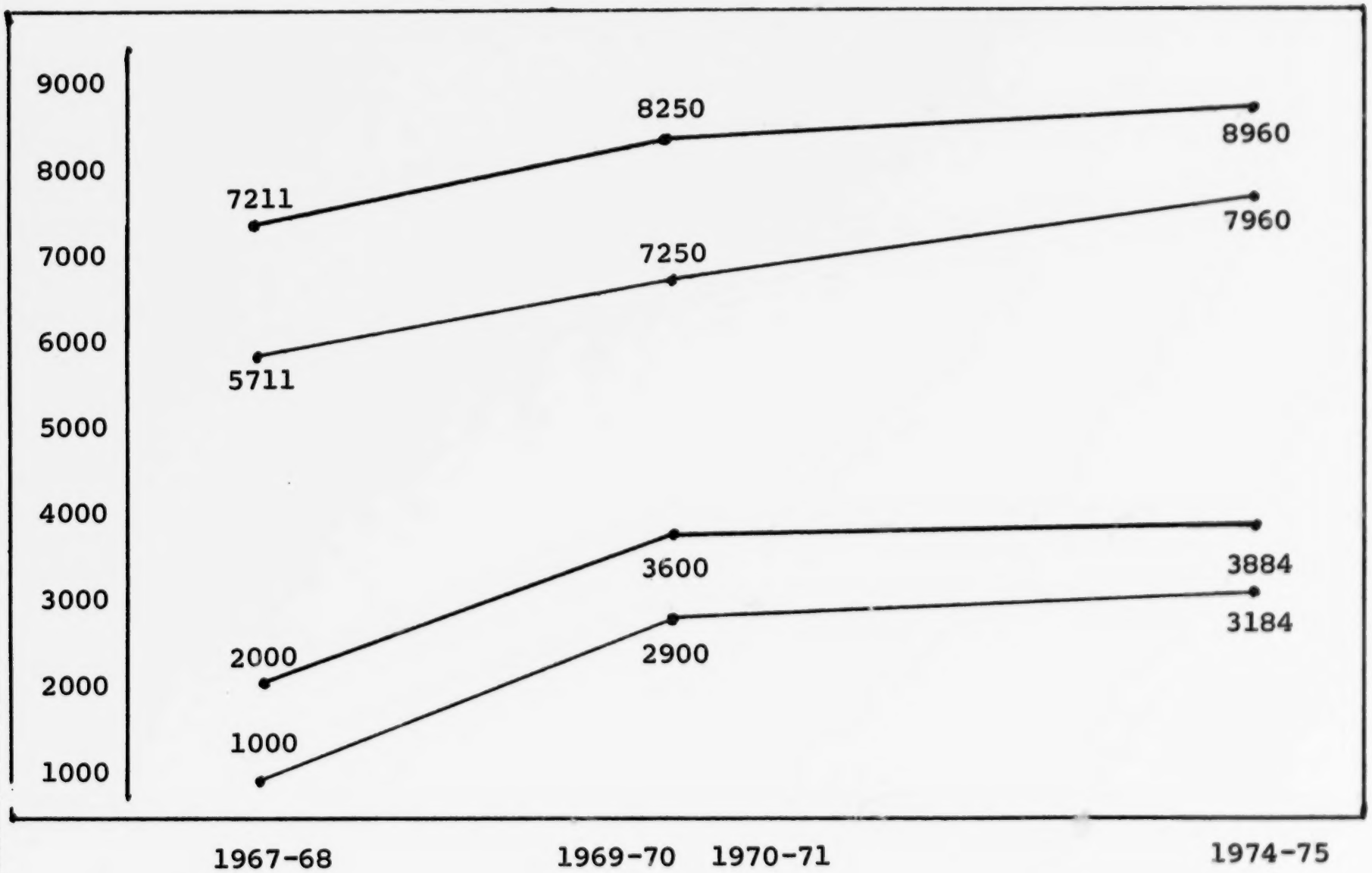
It is recommended that forty-seven (47) Minimum Foundation Funds Units or their equivalent be allocated for the Division of

Corrections to insure academic and vocational classes in each road prison and Santa Fe Correctional Farm. There should be thirty-one (31) academic and sixteen (16) vocational units to operate a twelve-month schedule.

The administration of this program should be by a Supervisor of Education responsible to the Superintendent of Road Prisons. This person would be assisted by a full-time teacher in each of five Road Prison Districts with local county school teachers continuing to provide part-time service. It is recommended that three part-time academic and one part-time vocational teachers be provided to each road prison with each working six hours a week, twelve months a year. Books, equipment and supplies would be provided by the above-mentioned units.

The allocated funds should be budgeted to the Division of Corrections for administration rather than to thirty different programs. If any road prisons are phased out of operation and the inmates are assigned to major institutions, funds could be adjusted accordingly.

Academic Enrollment
Projected Average Daily and
Part-Time Night School Attendance



Total Inmate Population - Including Road Prisons

Inmate Population Major Institutions

Total Inmates In Academic Program Including Road Prisons

Academic Enrollment Major Institutions

Projected Positions Based on Projected Population

	1967-68	1968-69	1970-71	1975
Enrollment		(4)	(4)	(4)
Academic	800 (1)	1142	1450	1592
Vocational	(2)	3426	4350	4776
Average Daily Attendance		4568	5800	6368
Positions	(3)	(5)	(5)	(5)
Academic	20 (P)	76	97	106
Vocational	206 (P)	228	290	318
Administrative & Special	16 (P)	38	50	54
Educational Coordinator	1	1	1	1
Supervisors of Education	7	7	7	7
Recreation or Physical Education	6	7	8	8
Vocational Training Coordinator	2	7	8	8
Librarians	0	7	7	7
Driver Education	0	2	2	2
School Counselors	0	2	5	7
Curriculum Specialists	0	1	1	2
Test Administrators	0	0	7	7
Vocational Teacher Trainer	0	1	1	1
Educational Research Specialist	0	1	1	1
Education Evaluation Specialists	0	2	2	2
Assistant Educational Coordinator	0	0	0	1
	242	342	427	478

[1] Actual 1967 academic enrollment
[2] Vocational (On-job-Training) Program presently being organized-no past attendance records available
[3] Actual positions authorized 1967-68
[4] Projected academic and vocational enrollment
[5] Projected academic, vocational, special and administrative positions

Chart B

Vocational Training
Average Daily Attendance
Projected

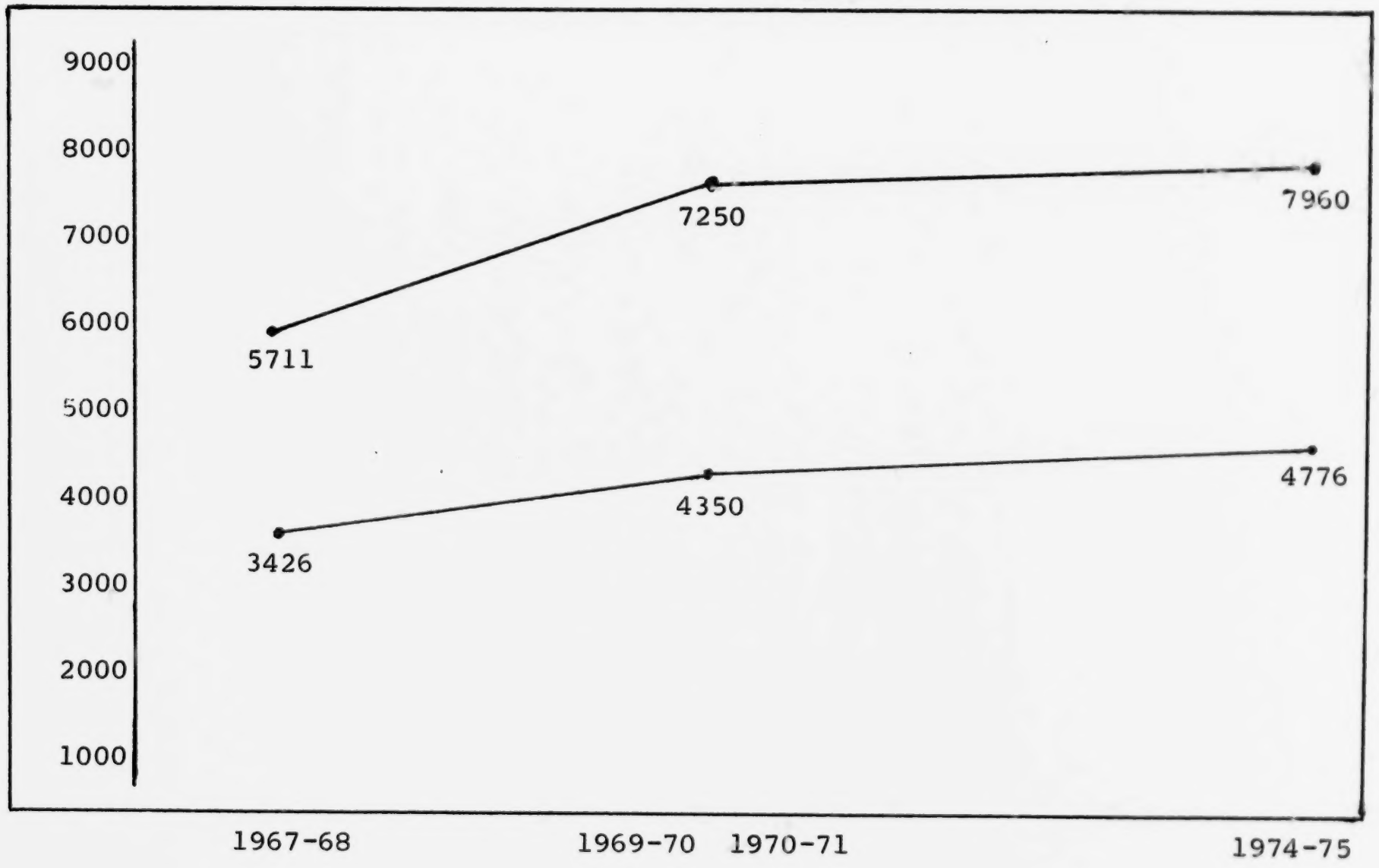
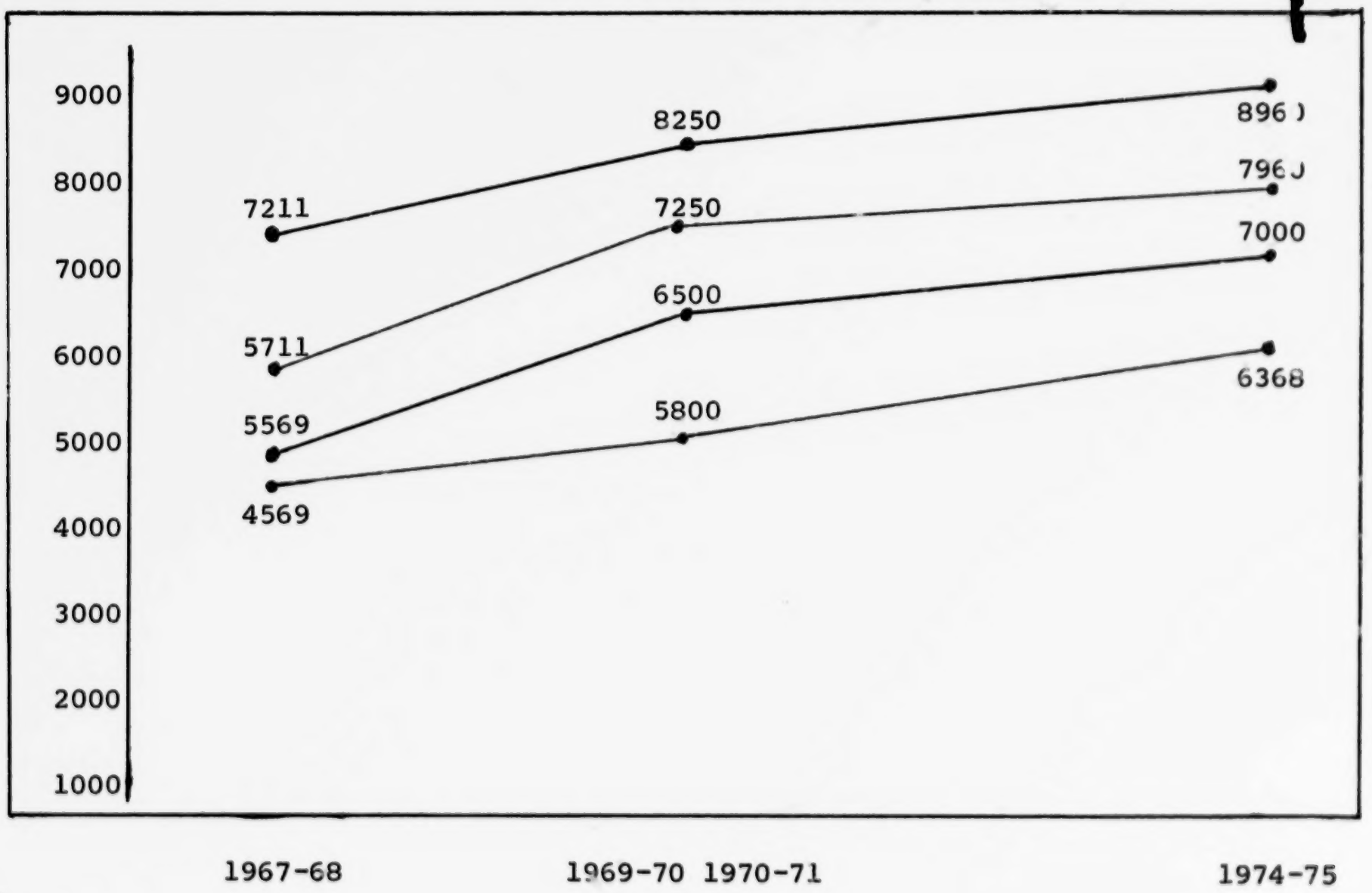


Chart C

Academic and Vocational Enrollment
Projected Average Daily and
Part-Time Night School Attendance



Total Inmate Population

Inmate Population Major Institutions

Total Academic And Vocational Enrollment

Academic and Vocational Enrollment - Major Institutions

I-89

Chart D

FLORIDA DIVISION OF CORRECTIONS

PROJECTION OF ACADEMIC AND VOCATIONAL

TRAINING FUND REQUIREMENTS

Cost		1967-68		1968-69	1969-71 (1)		1971-73 (1)		1973-75 (1)	
Salary										
Academic	(20)@$6,477	$ 129,540	(76)@$7,500	$ 570,000	(97)	$	(101)	$	(106)	$
Vocational	(206)@$5,317	1,095,280	(228)@$6,000	1,368,000	(290)		(304)		(318)	
Adm. & Spec.	(16)@$7,577	121,248	(38)@$8,500	323,000	(50)		(52)		(54)	
Matching S.S.		102,503		171,836						
Total Salary		$1,448,571		$2,432,836	75%	$	75%	$	75%	$
Operating Cost (Expense & O.C.O.)		42,648		421,691	13%		13%		13%	
Construction		-0-		324,378	10%		10%		10%	
Special Training		-0-		64,875	2%		2%		2%	
Total		$1,491,217		$3,243,781	100%		100%		100%	
Budgeted		$1,491,217		$1,574,274						
Additional Funds Needed		-0-		$1,669,507						
Average Cost per trainee per year				$ 710						

(1) Required amount not filled in since we do not know what salary schedule to use as a basis. The figures shown in brackets reflect personnel needs. The percentages shown can be applied to arrive at the total amount required.

Chart E

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